

Ethics and Deontology of Educational Acting (H001864)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 5.0 Study time 150 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2020-2021

A (semester 1)	Dutch	Gent	teaching method	hours
			group work	10.0 h
			lecture	30.0 h
			seminar: coached exercises	5.0 h
			online lecture	0.0 h
			online seminar: coached exercises	0.0 h

Lecturers in academic year 2020-2021

Reynaert, Didier	PP10	lecturer-in-charge
De Ruyscher, Clara	PP10	co-lecturer
Van Damme, Lore	PP10	co-lecturer

Offered in the following programmes in 2020-2021

programme	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	5	A
Joint Section Bachelor of Science in Educational Sciences	5	A
Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Linking Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A
Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A

Teaching languages

Dutch

Keywords

Ethics, deontology, professional secrecy, privacy, responsible educational acting, coercive measures, children's rights, patient rights, child abuse, radicalisation, ethics of scientific research

Position of the course

This course contributes to the following competence areas:

- Being able to apply initial pedagogical, educational and orthopedagogical knowledge in order to analyse pedagogical, educational and orthopedagogical situations and processes.
- Being able to situate and analyze pedagogical, educational and orthopedagogical issues in practice, research and policy.
- Demonstrate a critical, deontological and ethical attitude towards research and practice.

- Take a position towards abstract or concrete pedagogical, educational or orthopedagogical problems.
- Approach a pedagogical, educational or orthopedagogical problem from multiple perspectives (multi perspectivism).
- Communicate orally on pedagogical, educational or orthopedagogical actions both to specialists and non-specialists.
- Being able to collaborate in team in straightforward contexts.
- In the context of teamwork, being able to confront one's own perspectives and points of view with those of others and put them into perspective.
- Participate in the social and cultural debate and have insight in the way in which pedagogical, educational or orthopedagogical practices affect social and cultural events.

Contents

After an introduction on ethical theories (e.g., consequentialism, Kantianism, individualism, communitarianism, ethics of care) and an analysis of some present-day ethical dilemmas (e.g., euthanasia, suicide, organ donation, climate change), following themes are studied:

- situation of the deontology within the framework of professional educational activities, in particular the deontological code of orthopedagogues, and comparison with ethical codes of other professions (e.g., psychologists, social workers, doctors);
- overview of the legal framework (e.g. laws concerning professional secrecy, protection of the privacy, the judicial position of minors in youth care, and patients' rights);
- study of important themes related to educational acting, e.g. deprivation and restriction of individuals' freedom, child abuse, radicalisation, use of social media, children's rights and research ethics.

Initial competences

Instructional sciences: practices, research, policies

Orthopedagogics: practices, research, policies

Social welfare studies: practices, research, policies

Final competences

- 1 To interpret and evaluate the ethical and deontological dimension of pedagogical processes, interventions and structures.
- 2 To deal with a variety of theoretical models and perspectives that are relevant for educational sciences.
- 3 To take a conscious position concerning pedagogical dilemmas, taking into account social, historical, cultural and legal context factors.
- 4 To apply ethical theories and legal frameworks when considering pedagogical dilemmas and when acting in educational situations.
- 5 To be able to discuss and reflect about educational theory, practice and policy.
- 6 To act in team and consult with colleagues about a concrete ethical dilemma.
- 7 To act responsibly and ethically.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, lecture, seminar: coached exercises, online lecture, online seminar: coached exercises

Extra information on the teaching methods

The study subjects discussed during the lectures, is elaborated in clinical lectures. The students elaborate ethical themes through group work.

In addition, they collect and analyze ethical issues reported in newspapers and magazines to raise their awareness on the ethical dimensions of educational acting.

Learning materials and price

Schellaert, R. (2014). Wat ervan te zeggen: Informatie en beroepsgeheim binnen het ortho- en sociaalagogisch werkveld. Antwerpen: Intersentia.

Vanderplasschen, W. (2015). Ethiek en deontologie van het pedagogische handelen (syllabus including ppt-slides + selection of articles and book chapters).

Estimated cost: 50 EUR

References

- Beauchamp T.L. & Childress J.F. (2001). Principles of Biomedical Ethics. Oxford: University Press.

- Becker, M., van Tongeren, P., Hoekstra, A., Karssing, E. & Niessen, R. (2010). Deugdeethiek en integriteit: achtergronden en aanbevelingen. Assen: Uitgeverij Van Gorcum.
- Bolt, L.L.E.; Verweij, M.F. & Van Deden, J.J.M. (2003). Ethiek in praktijk. Assen: Van Gorcum.
- Ebskamp, J. & Kroon, H. (2014). Beroepsethiek voor SPH. Amersfoort: ThiemeMeulenhoff.
- Hubeau, B., Mertens, J., Put, J., Roose, R., Stas, K. & Vander Laenen, F. (2013). Omgaan met beroepsgeheim. Mechelen: Wolters Kluwer.
- Leijssen, M. (2006). Gids Beroepsethiek. Waarden, rechten en plichten in psychotherapie en hulpverlening.
- Rhodes, R. (2005). Rethinking research ethics. The American Journal of Bioethics, 5 (1): 7-28.
- Rothfus, J. (2008). Ethiek in sociaalagogische beroepen. Amsterdam: Pearson Education.
- Tronto, J. (1993). Moral boundaries: A political argument for an ethic of care. New York: Routledge.
- Van den Ende, T. (2011). Waarden aan het werk: Over kantelmomenten en normatieve complexiteit in het werk van professionals. Utrecht: Uitgeverij SWP.
- Van der Straete I. en Put, J. (2005) Beroepsgeheim en hulpverlening. Brugge: Die Keure.
- Verharen, L., Mintjes, J. & Vloet, L. (2010). Omgaan met (on)macht in de zorg. Boom: Lemma.
- Vlaamse Vereniging van Orthopedagogen (VVO) (2016). Deontologische code van de Vlaamse Vereniging van Orthopedagogen (niet-gepubliceerd document).

Course content-related study coaching

- interactive support using Ufora;
- by appointment + every Monday afternoon from 4 pm to 6 pm, Begijnhoflaan 464 (Ingang 2), 9000 Gent, Tel. 09/331 03 13 of 09/331 03 10, Email: Wouter.Vanderplasschen@ugent.be

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, written examination with multiple choice questions, open book examination

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions, written examination with multiple choice questions, open book examination

Examination methods in case of permanent evaluation

Portfolio, peer assessment, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Permanent evaluation based on (group) presentation and a report of the group work.

Individual assignment and portfolio on the individual task.

Written exam with open and closed questions.

Feedback: Individualized feedback via email concerning the group and individual task.

Calculation of the examination mark

A combination of periodic evaluation (60%) and permanent evaluation (40%).

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).

Facilities for Working Students

After mutual deliberation between lecturer and student